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ABSTRACT

This compilation is comprised of descriptions of instruments for measuring self-concept. The instruments were chosen on the basis of the following criteria: they should be suitable for and reflect the full age range of children in school; each of the categories in Coller's model--self report, projective, behavior trace, and direct observation--should be represented; they should have been designed with the so-called "normal" population in mind rather than a psychopathological population; they have enough information accompanying them to enable investigators to use them effectively; and they should reflect a variety of means of presentation (e.g., prictorial items, semantic differential). The instruments described are: Work Posting; The Children's Self-Social Constructs Test; The Children's Self-Concept Index; Responsible Self-Concept Test; Behavior Rating Form; Coopersmith Self Esteem Inventory; Tennessee Self Concept Scale; How I See Myself Scale (Primary and Secondary Form); A Semantic Differential for Measurement of Global and Specific Self Concepts; The Piers-Harris Children's Self Concept Scale (The Way I Feel about Myself); Michigan State General Self Concept of Ability, Michigan State Self Concept of Ability in Specific Subjects Scales; and Self Esteem Measure for Neighborhood Youth Corps Enrolees. (DB)

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A Selection of Self Concept Measures

Compiled by Joan Knapp

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A SELECTION OF SELF CONCEPT MEASURES

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Joan Knapp

TABLE OF CONTENTS

PAGE

Definition of Self Concept 1

Measurement of Self Concept 2

A General Model for the Assessment of Self 3

Caveat Emptor 4

Criteria for Selection 6

Instruments 7

Work Posting 7

The Children's Self-Social Constructs Test (CSSCT) 8

The Children's Self Concept Index (CSCI) 10

Responsive Self-Concept Test 12

Behavior Rating Form (BRF) 13

Coopersmith Self Esteem Inventory (CSEI) 14

Tennessee Self Concept Scale 15

How I See Myself Scale (Primary and Secondary Form) 17

A Semantic Differential for Measurement of Global and Specific Self Concepts 19

The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself) 21

Michigan State General Self Concept of Ability
Michigan State Self Concept of Ability in Specific Subjects Scales 23

Self Esteem Measure for Neighborhood Youth Corps Enrollees 25

References 27

The study of the self is a fairly recent development in the history of psychology. The work and theories of Freud (although he never used the term 'self') and the writings of William James promoted some interest in the topic in psychological circles. Unfortunately, the theoretical foundation for studies concerning the self and self concept was not completely laid before behaviorism emerged and dominated psychological thought for the first four decades of this century. Wylie (1961) points out that when American clinical psychologists discovered that stimulus-response models were too limited to be applied to therapeutic settings, interest in the self and self concept was renewed and great energy was directed toward research activity in this area. More recently, the desire to enhance the self concepts of children as students, particularly in early childhood education, and the logical connection between self concept and achievement have stimulated educational studies and assessment in this area.

Definition of Self Concept

Because of this historical unevenness in the development of theories concerning self concept, a study of the literature and the state of the art reveals an endless list of terms such as social self, self regard, self esteem, self evaluation, phenomenal self, self image, etc. Many of these terms have overlapping definitions, and the theories associated with them are ambiguous and incomplete with no one theory receiving a large amount of meticulous empirical exploration. Thus when the evaluator's or educator's task is to study self concept in the school setting, he is faced with the dilemma of not knowing exactly what he is studying and, of course, how he is to assess or measure its extremes or changes.

Because of this confusion, it may be wise at this point in time to think of self concept as a term that designates a field of study rather than a unified construct or trait. It is a term given to a set of self referent

constructs which form a unique collection of complex and dynamic ideas. A person may or may not be aware of the ideas he/she holds true about him/herself in respect to a given situation, however we can assume that a person's self concept or an aspect of it affects his/her behavior (Coller, 1971). Self concept defined as a multidimensional construct that covers and includes the total range of one's perceptions and evaluations of oneself (Creelman, 1954) is a widely acknowledged and less technical definition.

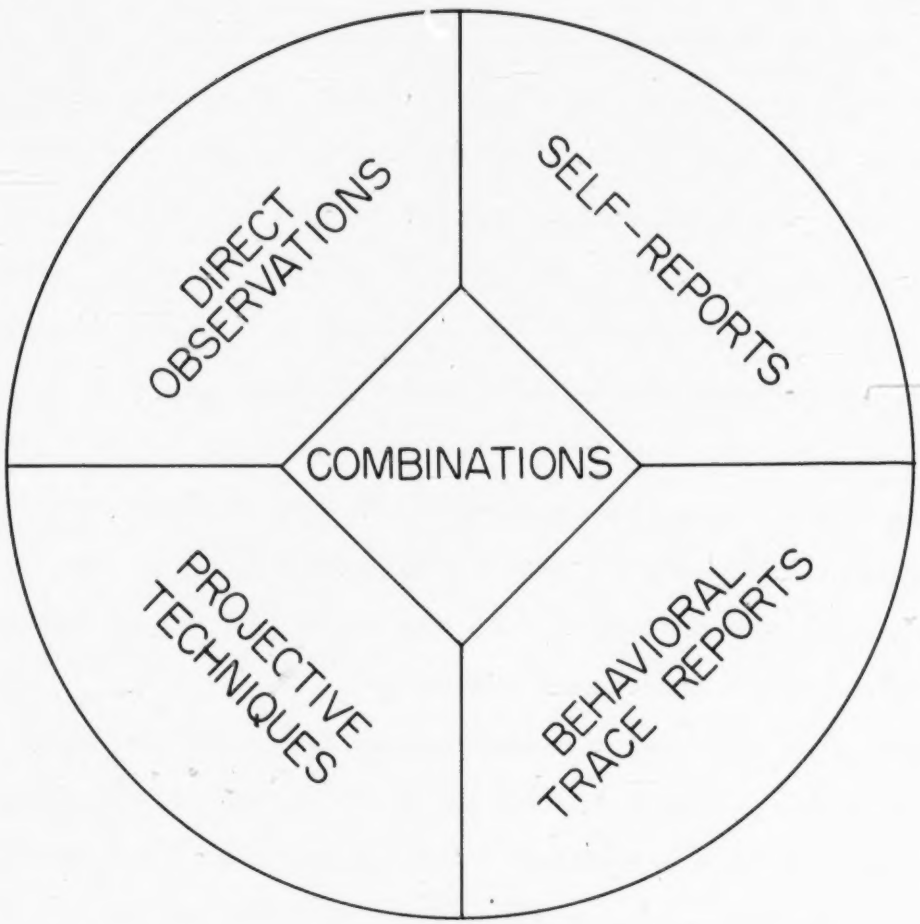
The Measurement of Self Concept

It is obvious that as much as we would like to put ourselves in someone else's skin, it cannot be done. We cannot feel or see a person's self concept, therefore, it must be inferred by using various measurement techniques. Coller (1971) has offered a useful model (adapted from Gordon, 1968) that provides gross but useful categories for the classification of measurement devices (see Figure).

Each type of measure has methodological flaws and advantages. Direct observations are useful for very young children who cannot use language with facility and who have attention spans too short for a testing situation. However, the presence of the observer may produce behavior on the part of the subject which is different than the subject's behavior would be if the observer was not present.

Behavior trace measures eliminate this observer effect as the student is unaware that his behavior is being studied. These procedures are concerned with examining the after effect produced by a child's responses, not with direct observation. Trace behavior techniques may entail such things as studying comments in a student's school record files or evaluating in retrospect a child's self concept on a rating scale by way of impressions of a child's behavior in the classroom. However, since the investigator is never sure what behavior is reflected by file comments and since memories may be faulty or distorted, the data obtained may be inaccurate.

A General Model for the Assessment of Self



The circle represents all that is meant by Self and includes all definitions. The diamond shape in the center represents Self as assessed by any combination of four distinct procedures: Direct Observation, Behavioral Traces, Self-Reports, and Projective Techniques.

Projective techniques which use unstructured test stimuli such as inkblots or pictures are effective in revealing latent and covert aspects of self concepts, are less likely to be subject to faking, and are useful with verbally limited individuals. But scoring is difficult and may lack objectivity. Interpretation of scores can result in a misleading picture of the subject and the determination of reliability and validity present special problems.

Self report techniques are economical and practical in that they can be scored and interpreted easily, and the investigator can obtain a self description from a subject in a short period of time because the measures are structured or semi-structured. On the minus side, there is evidence that subjects can recognize items or answers on instruments, such as questionnaires, which are socially more desirable than others and therefore can 'fake good' or 'fake bad' depending on the circumstances surrounding the self report. However, much of this can be eliminated by taking this into account when the instrument is constructed (e.g., using equal amounts of negative and positive statements), by establishing rapport with the student, by providing a nonthreatening climate, and by assuring anonymity when administering the self report. The majority of self concept measures used in research consists of self report inventories.

Clearly, since each type of measure has weaknesses, any assessment of self concept should employ an eclectic approach. In research and evaluation, an investigator can be more confident in the results of his assessment when several different measurement methods produce comparable findings.

Caveat Emptor

Before undertaking large scale assessments in the area of student self concepts, the educator, researcher, and evaluator should be aware of the pitfalls, problems, and eddies of confusion which abound concerning the topic in the disciplines of psychology, sociology, and education.

The major problem, and one from which most other problems stem, was touched upon earlier--the lack of cohesiveness and tight conceptualization concerning

self and self concept, and yet this can be said of many areas studied in the social sciences. Since it is clear that this problem will not be remedied quickly, investigators can contribute to a solution by prefacing and supporting their assessment procedures with a clear and precise rationale. That is, self concept should be described theoretically as well as operationally. Frequently, reports of self concept research do not even provide a good description of the instrument used and/or the reasons for its use.

There are problems concerning the psychometric properties of the instruments. Personality or noncognitive measures generally are less stable than cognitive measures, yet many instruments in the field are substantiated with internal consistency coefficients when test-retest reliability data would be more meaningful and appropriate. In terms of validity, instrument developers and users have relied heavily on expert judgement and theories which may lead to content validation, but which do not speak to construct or criterion related validation. Very few instruments have undergone convergent and discriminant validation, that is the study of the interrelationships between more than one method of measuring self concept and other constructs which may be similar or dissimilar to self concept. Construct validation is assured if different measures of the same trait or construct correlate higher with each other than they do with measures of different traits involving separate methods (Campbell and Fiske, 1959). More simply, the caution here is to take more than one measurement approach when planning self concept assessment.

There are other unanswered questions and unresolved issues which may influence the design of research and evaluation in this area. A few are listed below.

1. Does low self concept result in poor achievement or does poor achievement result in a lowered self concept?

2. How much do response sets and defensiveness on the part of subjects affect their scores on a self concept measure, in particular self reports?
3. How stable is self concept at different ages in a child's life?
4. Can self concept be changed? If so, what procedures or teaching styles work?
5. Is self concept differentiated or global?
6. Does sex role identification influence self concept?
7. Do minority group children have lower self esteem than majority group children? All the time? Under certain conditions?
8. Do particular cultures influence the way individuals evaluate themselves?

Criteria for Selection

The following instruments, as a group, have been chosen on the basis of several criteria.

1. They should be suitable for and reflect the full age range of children in school.
2. Each of the categories in Coller's model--self report, projective, behavior trace, and direct observation should be represented.
3. They should have been designed with the so called 'normal' population in mind rather than a psychopathological population.
4. They have enough information accompanying them to enable investigators to use them effectively.
5. They should reflect a variety of means of presentation (e.g. pictorial items, semantic differential).

Direct Observation

Title: Work Posting

Description: This measure is one of a collection of instruments concerning learners' self concept from the Instructional Objectives Exchange in Los Angeles, California. It is designed to be administered by the teacher in the classroom setting. The teacher anounces the opportunity for students to display their work after a lesson. Sufficient room must be provided to insure that students do not feel that their work cannot be displayed because of lack of space. This measure is based on the assumption that students with a positive self concept will want to display their work.

Scoring and Administration: The teacher should tell the students about posting their work in a way that seems natural to the typical classroom setting. Emphasis should be placed on the voluntary nature of the activity and the fact that work posting will not be a reward-punishment situation. Care should be taken to provide this opportunity for a variety of subject areas. The teacher totals the number of papers posted during the observational period(s) and divides that by the number of children in the class to obtain a percentage of the class that participates.

Subjects: Work Posting is suitable for children in grades K-6.

Reliability and Validity: No information available.

Comments: Since this measure is part of an objectives-items bank where there is little data feedback, little is known about how it stands up in the field. It is obvious that, if used, much more information is needed before class scores can be interpreted. It would seem that its best use would be in conjunction with a learning program or technique that is designed to change students' self concepts; however it is vital that other measures (e.g. self report type) be used to assure the teacher or investigator that he is, in fact, measuring self concept rather than other variables which might influence a child to post his/her work.

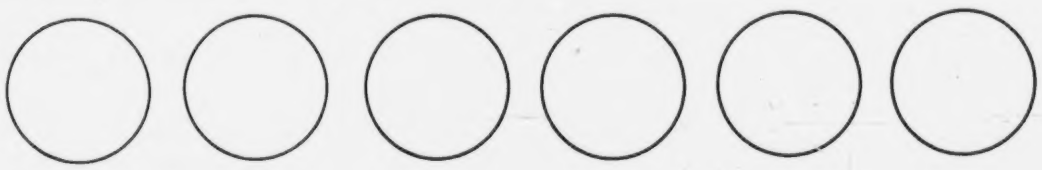
Sample procedure reproduced by permission of W. J. Popham, Director of Instructional Objectives Exchange.

Projective Technique

Title: The Children's Self-Social Constructs Test (CSSCT)

Description: The CSSCT is a projective technique which consists of approximately 12 symbolic arrays in which circles and other figures represent the self and/or significant others and it is available in 3 forms: preschool, primary, adolescent (Henderson, Long, and Ziller, 1965). The child is required to arrange these symbols by selecting a circle to represent the self or some other person, by drawing a circle to stand for him/herself or another, by pasting a gummed picture that represents the self onto a page with other symbols, or by writing a letter in circles (e.g. M for mother) arranged on a page. The assumption underlying the instrument is that inferences can be made about a person's self concept from the ways in which the subject relates him/herself symbolically to a variety of social configurations. Each form of the CSSCT is designed to measure self esteem, social interest, identification, minority identification, realism to size, preference for others, while the primary form measures a complexity dimension as well.

Example: Horizontal self esteem (adolescent version)



(The subject marks each circle with letter standing for a person on a list: D - doctor; F - father; Fr - friend; S - yourself; etc. Additional stimuli are presented for a new set of blank circles such as F - someone who is flunking; K - someone who is kind; S - yourself; etc.)

Scoring and Administration: Scoring is somewhat complex but the manual provides guidance for scoring each task. Each form has a different method and directions for administration (e.g., preschool form is administered individually; adolescent form, in groups). All forms are administered orally. Experience and training are required to give the test.

Subjects: An early study involved 420 students in grades 6-12. Five different samples of children of school and preschool ages were tested in reliability studies. Norms for boys and girls are available. Since its development the instrument has been used in a variety of independent research endeavors.

Reliability: Four different samples ranging from grade K-12 were used to determine split half reliability coefficients (internal consistency). One sample (6th graders) was used to determine test-retest reliability. For example, for the adolescent test, split-half coefficients on 11 tasks ranged from .58 to .94. More extensive data is in the manual.

Validity: The manual carefully discusses each of the tasks in terms of theoretical grounding (content validity) and empirical findings (e.g. correlations of each of the tasks on the CSSCT with other instruments and methods for measuring self esteem). Validity coefficients must be interpreted with several factors in mind such as age of subject, ethnic background etc.

Comments: Great theoretical care has been taken in developing the CSSCT and the research that involves self-social symbol tasks is quite extensive. Projective instruments are apt to show up poorly when subject to psychometric interpretation; however, the CSSCT is an exception. Since the tasks are essentially nonverbal and appear to be intrinsically interesting to children, they have wide applicability.

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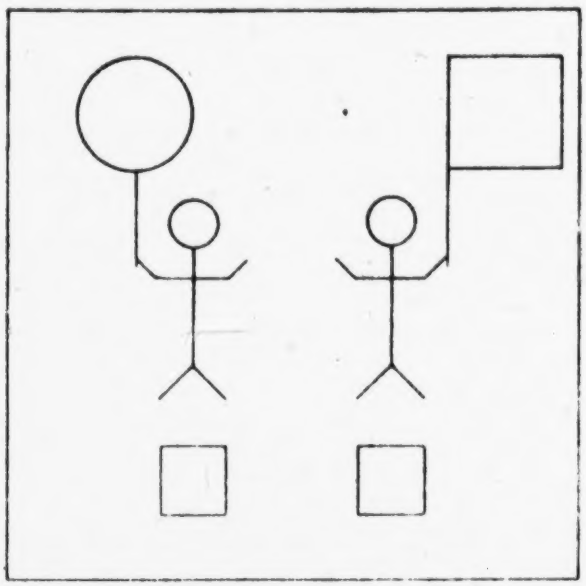
Semi-Projective Technique

Title: The Children's Self Concept Index (CSCI)

Description: The CSCI is a 26 item inventory designed for Project Headstart to assess the degree of positive self concept of children in grades 1-3. Peer acceptance and a positive reinforcement in the home and school are the major areas of emphasis in the index. Each item is composed of two sentences. One pertains to a balloon child, the other a flag child represented by a pair of stick figures. The child representing the socially desirable attribute is represented at alternate times by the two stick figures, so that neither the balloon child nor the flag child is the good child throughout the 26 items. The problem of numbering items is eliminated by using different colored pages for each item.

Example: The administrator says "I'm going to tell you a story. Listen carefully and mark an X in the little square under the child who is more like you (Read item sentences)



Most grown-ups don't care about the balloon-child.

Grown-ups like to help the flag-child.

Scoring and administration: The test can be given without training to individuals or classroom groups. For larger groups an aide may be necessary, especially when dealing with first graders. Directions for administration and instructions for the children are easily understood. The entire test is read to the subjects with two sample items preceding the test to help the subjects understand the format.

Subjects: The instrument was standardized on a sample of 1,900 disadvantaged children in grades 1-3 from 9 geographic areas.

Reliability: Test-retest reliability after a 2 week interval was .66, computed on a sample of 100 2nd grade students. The coefficient for internal consistency was .80.

Validity: Rank order correlations of scores with teacher ratings of the child's self concept ranged from .20 to .60 for 4 different classrooms.

Comments: The low test-retest reliability may be due to personality instability in the primary years. Correlations between the CSCI and other measures of self concept would add evidence toward determining validity. The use of the test with 'middle-class' samples also would be of interest. Despite these drawbacks, the CSCI represents a creative attempt to evaluate the self concept of the very young student.

More information on the CSCI may be obtained from:

Westinghouse Learning Corporation
100 Park Avenue
New York, New York

Sample items reproduced by permission of Westinghouse Learning Corporation.

Semi-Projective Technique

Title: Responsive Self-Concept Test

Description: Designed for the evaluation of Follow Through students, this instrument measures nine psycho-social factors in children (grades 1-3): self-awareness, emotional affect, relationship with family, relationship with peers, verbal participation, approach to learning, reaction to success/failure, self satisfaction. The child receives a booklet of colored cards, each of which has a circle or square. On a larger white backing card is pasted a picture of the child taking the test. In the square is a picture of another child who is not known to the subject. If the subject is a black male, then the picture in the square must be one of a black male etc. After a statement is read, the child is told to put an X in the circle or square on the colored card below the picture of the child to which the statement applies. A teacher's rating scale for assessing the nine factors is available for use with the instrument.

Examples:

grey sheet: Which child likes to play alone?
orange sheet: Which child does not talk very good?

Scoring and administration: The test can be administered by the teacher to up to 7 children at one time. A Polaroid camera is needed for taking full-face snapshots of the children. Directions are clear and a warm up session is included. Information on scoring was not available.

Subjects: Information not available

Reliability and Validity: Psychometric data on the test are not yet available.

Comments: The instrument is unique in its design and takes into account the age of the subject. Its utility will be increased once data become available. The theoretical basis for using the nine psycho-social factors and the pictures of like ethnic background and sex for the 'other' child is not clear. One possible problem with the scale is that it uses colored cards with the assumption that the children know colors. Therefore it is crucial that the teacher or an assistant make certain that the children have their booklets turned to the right card.

More information on the instrument can be obtained from:

Ann Fitz Gibbon
Far West Laboratory for Educational
Research and Development
1 Garden Circle
Hotel Claremont
Berkely, California 94705

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Behavior Trace Report

Title: Behavior Rating Form (BRF)

Description: This form was developed for use in conjunction with the Coopersmith Self Esteem Inventory. It consists of 13 simple and compound questions about behavioral self concept indicators pertaining to a child in the classroom. The teacher checks the answer on a 5 point scale. Items in the BRF refer to such behaviors as the child's reaction to failure, self confidence in a new situation, sociability with peers, and the need for encouragement. The questions were developed after a series observations in and out of the classroom and repeated interviews with teachers, principals, and a clinical psychologist.

Examples:

Does the child deprecate his school work, grades, activities, and work products? Does he indicate he is not doing as well as expected?

_____ always _____ usually _____ sometimes

_____ seldom _____ never

How often is this child chosen for activities by his classmates? Is his companionship sought for and valued?

_____ always _____ usually _____ sometimes

_____ seldom _____ never

Scoring and Administration: The BRF is self administered and scoring information is available from author. The BRF provides 2 scores--esteem behavior and defensive behavior.

Subjects: (See Coopersmith Self Esteem Inventory)

Reliability: Cross rater reliability was determined by correlating ratings of teachers and principals (.73).

Validity: (See Coopersmith Self Esteem Inventory). The author reports that there was a general tendency for the teachers to rate girls higher, however to correct for this systematic bias male and female scores were scaled separately.

Comments: Here again the BRF was used by Coopersmith as a screening device; however it can be used effectively as a validity check on self report or projective measures (e.g. correlating scores on the BRF with the Piers-Harris Self Concept Scale). Since the use of the BRF involves a retrospective report of behavior and not a direct observation of a child's behavior, it eliminates the problem of the child knowing that he is being observed and reacting to the observer. However, a teacher's memories of a child's actions are notoriously faulty due to the numerous opportunities for distortion and bias.

Sample items reproduced from The Antecedents of Self-Esteem, by S. Coopersmith, San Francisco, California: W. H. Freeman and Company, 1968.

Self Report

Title: Coopersmith Self Esteem Inventory (CSEI)

Description: The CSEI is a 58 item inventory concerned with the subject's self attitude in four areas: peers, parents, school, and personal interests. The inventory was devised by Coopersmith (1967) for research carried out during 1959-1965 on the antecedents, consequences, and correlates of self esteem. Most of the items were based on items from a scale by Rogers and Dymond (1954). All the items were reworded for use with children age 8-10. Then 5 psychologists sorted the items into 2 groups--those indicative of high self esteem and those indicative of low self esteem.

Examples:

	Like Me	Unlike Me
I'm a failure	_____	_____
I'm never shy	_____	_____
It's pretty tough to be me	_____	_____

Scoring and Administration: The inventory may be group administered to persons aged 9 and older. Individual administration or rewording of the terms may be necessary with children younger than age 9. The author also has a shortened version for children in grade 3. Scoring information is available from the author.

Subjects: The inventory originally was administered to 1,748 children attending public schools in central Connecticut. It has been administered to other samples in independent studies since Coopersmith's work was published.

Reliability: Test-retest reliability after a 3 year interval was .70. A 5 week interval test-retest reliability study produced a coefficient of .88.

Validity: Since the CSEI was used for purposes of screening and selecting a sample for the major portion of the study, validity information is not directly available. For Coopersmith's purposes, validity is reported via the results of his study and not in terms of validity coefficients. Other evidence for validity can be found in data from other studies in which the inventory was used.

Comments: The study for which this instrument was developed is the most widely known and studied monograph on the subject of self esteem. Consequently, the instrument along with other techniques have been used by many researchers and evaluators. However, other instruments that have been summarized here have far more psychometric data from which to judge their utility. The language and readability of the CSEI are more difficult than that which is found in other self-report measures cited in this collection.

Sample items reproduced from The Antecedents of Self-Esteem, by S. Coopersmith, San Francisco, California: W. H. Freeman and Company, 1968.

Self Report

Title: Tennessee Self Concept Scale

Description: This instrument was developed by Fitts (1955) to fill a need for a scale which is simple for the subject, widely applicable, well standardized, and multi-dimensional in its description of the self concept. The scale consists of 100 self descriptive statements and the subject judges each statement on a 5 point scale. Subjects age 12 or with a 6th grade reading ability can use the TSCS. A variety of subscales are embedded in the inventory and vary as to whether the scores will be used for counseling, clinical work, or research. The TSCS is applicable to subjects in the whole range of psychological adjustment.

Examples:

I like my looks just the way they are
I find it hard to talk to strangers
I am a nobody

Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
1	2	3	4	5

Scoring and administration: Hand scoring is a complicated procedure because of the subscales and the author suggests the use of the available computer scoring service for 50 or more tests. The scale can be self administered for either individuals or groups.

Subjects: The standardization group from which norms were developed was a sample of 626 people. The sample included subjects from various parts of the country, from ages ranging from 12 to 68, from various ethnic groups, socio-economic levels, and educational levels. Subsequent studies and samples showed group means and variances which are comparable to the norming sample.

Reliability: Test-retest reliability coefficients for all major subscores ranged from .61 to .92. The time interval between measurements was two weeks. Other evidence of reliability was the similarity of profile patterns found through repeated measures on the same individuals over long periods of time. The author cites that reliability coefficients for profile segments used in one of the subscores fall in the .80-.90 range.

Validity: Validation procedures used in conjunction with the TSCS were of four kinds: (1) content validity (e.g. an item was retained in the scale only if there was unanimous agreement by a group of judges that it was classified properly in a system that was used to determine subscores); (2) discrimination between groups (e.g. subscores were analyzed to determine whether they differentiated between psychiatric patients and nonpsychiatric patients and within

patient groups in a variety of settings); (3) correlation with other personality measures (e.g. Minnesota Multyphasic Personality Inventory, Edwards Personal Preference Schedule); (4) personality changes under particular conditions (e.g. changes through psychotherapy, drug therapy and experiments). In summary, most of the procedures provided substantial evidence as to the validity of the instrument.

Comments: Recently the TSCS has been used in several studies relating self concept to school achievement. Its simple language and ease of administration are desirable in a practical setting. The extent of psychometric data in the manual and new research data add to its soundness as a measurement tool. Several drawbacks are evident. The manual and scoring procedures are somewhat complex and the instructions to the subject are curt and test-like in tone which hinders the establishment of comfort and rapport with the subject. It is considerably longer than other measures of self concept.

Sample items reproduced by permission of author, W. H. Fitts and publisher, Counselor Recordings and Tests, Nashville, Tennessee.

Self Report

Title: How I See Myself Scale (Primary and Secondary Form)

Description: This is a 40 item scale for the primary version (grades 3-6) and a 42 item scale for the secondary version (grades 7-12) developed by Gordon (1966) for use in a variety of research projects. The basic assumption underlying the scale is that self concept is not a unitary trait. Therefore the scale contains several rationally derived subscales which relate to student's view of peers, teachers, school, and his/her own emotional control. Factor analytic studies produced five major factors. They were labeled Teacher-School, Physical Appearance, Interpersonal Adequacy, Autonomy, Academic Adequacy.

Examples: I don't like teachers 1 2 3 4 5 I like teachers very much
I'm just the right weight 1 2 3 4 5 I wish I were heavier, lighter
I don't read well 1 2 3 4 5 I read very well

Scoring and Administration: Items were randomly reversed to reduce any tendency to mark column 5 when answering the items. Scores on individual items must be converted so that 5 always represents the positive end of the scale. Scores are derived on the basis of the factors from the results of empirical studies done with the instrument. The inventory is suitable for group administration, and the directions to be read by the administrator are clear and provide for the establishment of rapport with the group. The author suggests that each item be read separately to third graders. Norms are available for grades 3-12 by sex, race, social class.

Subjects: The inventory was developed by testing students (grades 3-12) in a laboratory school at the University of Florida. The factor analytic study resulted from collecting data from a total of 8,979 school children in a north central public school system.

Reliability: Three separate test retest reliability studies were done on the basis of the factor scores and total scores. One included a group of "disadvantaged" mothers. Interval between testing ranged from 9 days to two weeks. Reliability coefficients using total score ranged from .87 to .89. Studies using factor scores had coefficients for factors ranging from .45 to .82.

Validity: Content validity was established by the use of a model and material from Jersild (1959) who used an open ended composition approach and then categorized the responses of children and adolescents. The items on the inventory were based on these categories.

Studies were undertaken to assess other aspects of validity. Inventory scores were correlated with scores from an inferential technique--an observer used a mixture of interview, projective techniques and observation and quantified inferences on a seven point rating scale. Correlations were positive and non zero but generally low. Ratings from classroom behavior observations were correlated with inventory

scores. Even though the observations covered a variety of topics and procedures, there were low but significant correlations between all parts of the scale and observed classroom behavior. Other studies included comparison of student scores with adult scores, obtained from the sample of mothers used in the reliability study.

Comments: The author admits that further work in comparing this scale with other instruments, observed behavior, and with environmental and developmental variables is necessary. However, more than the average amount of care and time have been taken in the development and study of the instrument since its inception in 1959. It is one of the few self concept inventories that comes with a manual and a rationale. It will no doubt be used in other studies.

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Self Report

Title: A Semantic Differential for Measurement of Global and Specific Self Concepts

Description: This scale, a derivation of the technique described by Osgood (1957), was developed for use in research for a dissertation (Stillwell, 1965) and was used subsequently in an ESEA project to determine changes in student attitude after counseling. There are two versions of the scale--grades 1-3 and grades 4-6. On a typical semantic differential the subject rates a particular concept on several, 7 step, bipolar adjective scales. For public school children, a 5 step scale is recommended. The author decided to use a verbal format rather than a numerical one for the steps. Concepts used were Myself, Myself as a Student, Myself as a Reader, Myself as an Arithmetic Student. Nine bipolar adjective scales were used, differing slightly for the two forms.

Examples:

Myself (Grades 4-6)

very useful	somewhat useful	average	somewhat useless	very useless
very strong	somewhat strong	average	somewhat weak	very weak

Myself (Grades 1-3)

weak	average	strong
sad	average	glad

Scoring and Administration: Scoring is accomplished by assigning numbers 1 through 5 for each adjective pair, resulting in a possible total of 45 for each concept. This is, of course, different for the primary form which has a possible total of 27. The scale is easily administered to entire classes, and warm up time is given in the form of rating sample concepts which are unrelated to self esteem. There are administration problems with very young children, therefore the author suggests that with first and second graders several assistants should be used to help children keep their places and "read" the items.

Subjects: In the original study, 230 6th grade students completed the forms. Means and standard deviations are available for this group. However, there are no comprehensive normative data.

Reliability: Reliability coefficients are reported in terms of test-retest data (.47-.92 for girls and .57-.71 for boys) and on the method of rational equivalence which is a measure of internal consistency (.55-.90 for girls and .63-.85 for boys).

Validity: Scores on the Myself and Myself as Student scales were correlated with 8 questions pertaining to self concept as a student from the Coopersmith (1959) self esteem inventory and with scores on a behavior rating form (also by Coopersmith) filled out by the students' teachers. Substantial coefficients were obtained. It was not possible to find other methods or instruments relating to Myself as a Reader and Myself as an Arithmetic Student. However, when scores on these were correlated with scores on Myself and Myself as Student, the intercorrelations showed that each scale measured a different aspect of self concept.

Comments: Although this particular instrument has not been used widely, measuring self concept with the semantic differential technique has been done in a variety of settings. It is an economical and practical method of gathering data. Verbal content is at a minimum, and, therefore, the instrument eliminates the problem of gathering information from the young child or the poor reader.

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Self Report

Title: The Piers-Harris Children's Self Concept Scale
(The Way I Feel About Myself)

Description: This inventory is an 80 item instrument designed primarily for research on the development of children's self attitudes and correlates of these attitudes (Piers and Harris, 1964). It was thought that when deriving items for the scale, the universe to be sampled in a children's self concept measure should consist of items reflecting the concerns that children have about themselves, therefore the authors used Jersild's (1952) collection of children's statements about what they liked and disliked about themselves. The items are simple declarative statements, with at least half being negative in content. Subjects are to circle 'yes' if the item is true for them and 'no' if it is not true. The test is suitable for children in grades 3-12.

Examples:

I am dumb about most things	yes	no
I am good in my school work	yes	no
My parents expect too much of me	yes	no

Scoring and Administration: Scoring is simple with 1 = yes and 0 = no for a maximum score of 80 on the inventory. The author recommends that the inventory be administered orally to grade 6 and below. Children below age eight or third graders should receive individual administration. No training is necessary to give the test and instructions provide for the establishment of rapport with the subjects.

Subjects: The instrument was normed on a sample of 1183 public school children in a Pennsylvania school district in grades 4-12. From 1964 to 1967 it was used in 9 studies involving children from different parts of the U.S. and from different groups such as special education students, stutterers, economically deprived, etc.

Reliability: Internal consistency coefficients ranged from .78-.93 using the KR-21 formula, however when the Spearman-Brown formula was applied the range was .87-.90. Test-retest coefficients after a 4 month interval ranged from .71-.77.

Validity: At the outset of the instrument's development content validity was considered by using Jersild's (1952) data. Scores on the Piers-Harris scale have been compared with other self concept measures resulting in reasonably high validity coefficients. Teacher and peer ratings correlated with the scale produced coefficients ranging from .06 to .49. Ratings of other variables such as socially effective behavior and superego strength were also compared to the scores on the Piers-Harris. Factor analysis of the scale revealed 6 major factors which were labeled Behavior, Intellectual and School Status, Physical Attributes, Anxiety, Popularity, Happiness, and Satisfaction.

Comments: The Piers Harris Scale is commercially produced and has been used widely in educational evaluation and research. It is superior to most self-report, paper and pencil procedures for self concept in that psychometric data is available, and its use in ongoing research adds evidence as to its validity. It is accompanied by an excellent semi-technical manual. More information can be obtained from:

Counselor Recordings and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

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Self Report

Titles: Michigan State General Self Concept of Ability

Michigan State Self Concept of Ability in Specific Subjects Scales

Description: The Michigan State University instruments were devised by Brookover, Patterson, and Thomas (1962) for a USOE Cooperative Research Project and were used in a subsequent experimental research project in Michigan in 1965. The general version attempts to measure the evaluation one makes of oneself in respect to the ability to achieve in academic tasks in general as compared to others. This inventory consists of 8 items each coded from 5 to 1. The specific form measures the evaluation one makes of oneself in respect to a given subject matter area. The items for these scales are directly parallel to items in the general instrument. Both measures are suitable for students in grades 7-12.

Examples:

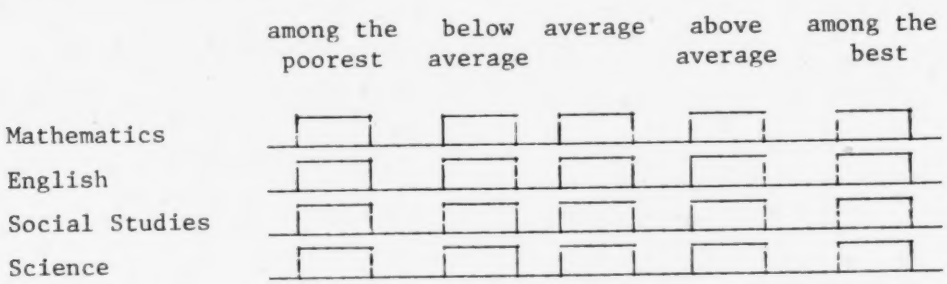
General

How do you rate yourself in school ability compared with your close friends?

a. I am the best
b. I am above average
c. I am average
d. I am below average
e. I am the poorest

Specific

How do you rate your ability in the following school subjects compared with your close friends?



Scoring and Administration: In the general form, the higher the self concept the higher the numerical value on each item with 40 being the maximum score. Scoring is essentially the same in the specific form except that each question involves 4 subject areas thus giving 4, 8 item tests which are scored like the general form. The instruments are self administered and designed for group administrations.

Subjects: Approximately 1,500 white students in an urban school setting grades 4-10 were tested in the course of the two USOE Cooperative Research Projects. The instruments have been used in other research, sometimes in a revised form.

Reliability: The 8 item general form produced test-retest coefficients of .75 for males (n = 446) and .77 for females (n = 508) after a year's interval. Internal consistency coefficients ranged from .82 - .92 for males and .77 - .84 for females with large samples of students in grades 7 - 10. The general form has the characteristics of a Guttman scale with high coefficients of reproducibility. The specific form showed test-retest correlations from .63 - .80 and internal consistency coefficients in ranges similar to the general form.

Validity: The general self concept of ability scale was correlated with a variety of variables (e.g., evaluations of teachers, friends, parents; grade point average; scores on specific self-concept of ability). This instrument showed consistently high correlations with the other variables.

Comments: These instruments are unusual in that they focus on one differentiated aspect of the self concept--academic ability; whereas most other self concept measures consider several aspects of self concept. Studies relating other aspects of self concept and self concept of ability would add to validity information. An interesting side benefit from the study was the discovery that the older student's evaluation of him/herself as a student is a realistic one and not subject to faking. Recent studies by other researchers have shown that a student's evaluation of him/herself and his/her self reports of grades predict success in college (freshman grade point average) as well as placement tests and actual high school grade point average.

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Pictorial Self Report

Title: Self Esteem Measure for Neighborhood Youth Corps Enrollees

Description: This 16 item inventory consists of pictorial scenes in which the adolescent is portrayed in various academic, social, and employment settings and is one of a varied battery of measures which assesses work behavior. The subject is asked to imagine that the young person in the picture represents him/herself. The subject's response on a 3 point scale is intended to reflect his/her level of self worth. The measure was developed by Freeberg (1968) for a Department of Labor project after he rejected a group of published measures because they appeared to be unsuitable for a disadvantaged adolescent group.

Example:

☐ I'm the kind of girl who can be leader and who people look up to - like in this picture.

☐ I could never be like that girl in the picture with people cheering me.

☐ I might be good at some things that people would look up to me for.

Scoring and administration: The total score on the scale is obtained by summing all item weights where the weights are 1-3 on each item with 3 representing the high point of the continuum. The measure is intended for administration to small groups with a maximum of 10 individuals per group. There are separate tests for males and females. Directions and all item stems and choices are read to the subjects.

Subjects: The scale was administered to 133 males and 133 females from rural and urban areas who were Neighborhood Youth Corps enrollees in eleven centers in the northeast and southeast United States.

Reliability: Internal consistency coefficients served as estimates of reliability. They were .50 for males and .60 for females.

Validity: A validity study correlated scores on the measure with counselor and work supervisor's criterion ratings. Coefficients for male enrollees were very low (.04 and .01) and slightly higher for females (.15 and .21). Factor analysis of the entire battery of scales showed that one of the features of the self esteem scale is the relatively "pure" attitudinal aspect of its contribution to the battery.

Comments: Reliability estimates may be low because of the brevity of the scale. Unfortunately, this may have contributed heavily to lowering the validity coefficients. However, the measurement technique could be quite useful. A pictorial instrument which is relevant to adolescent experience is missing from any of the lists of school oriented self concept measures.

Developed by Educational Testing Service for the Neighborhood Youth Corps (NYC) under a contract with the U.S. Department of Labor.

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